

Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials



CALIFORNIA
COMMISSION
ON TEACHER
CREDENTIALING

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California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814
(916) 445-7254
(916) 445-7256
(888) 921-2682 (toll free)

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Standards of Quality and Effectiveness
for
Agriculture Specialist Instruction
Credentials

Handbook for Teacher Educators
and Accreditation Team Members

California Commission on Teacher Credentialing

2006

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The Committee on Accreditation

2006

Fred Baker, Professor
College of Education and Integrative Studies
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David Madrigal, Principal
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Taylor Elementary School
San Francisco Unified School District

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Cal. State University, San Bernardino

Dana Griggs, Assistant Superintendent
Ontario-Montclair School District
Ontario, California

Sue Teele, Director
Education Extension
University of California, Riverside

Irma Guzman-Wagner, Dean
College of Education
California State University, Stanislaus

Donna Uyemoto, Chief Personnel Officer
Dublin Unified School District
Dublin, California

Edward Kujawa, Dean
School of Business, Education and Leadership
Dominican University

Committee Support Staff (California Commission on Teacher Credentialing)

Lawrence Birch, Director, Professional Services Division
Teri Clark, Administrator of Accreditation, Professional Services Division
Teri Ackerman, Analyst, Professional Services Division

Agriculture Subject Matter Advisory Panel

California Commission on Teacher Credentialing

2005-2006

Name	Position	Institution
Mr. Michael Albiani	Agriculture Teacher	Elk Grove Unified School District
Ms. Gina Boster	Administrator and Agriculture Teacher	Corona-Norco Unified School District
Dr. Glen Casey	Agriculture Professor/Single Subject Coordinator	Cal Poly, San Luis Obispo
Mr. Larry Crabtree	Agriculture Teacher	Sutter Union High School District
Ms. Ann De Lay	Agriculture Education Lecturer	California State University, Fresno
Dr. Robert Flores	Agriculture Professor/Department Chair	Cal Poly, San Luis Obispo
Mr. Richard Herrera	Agriculture Teacher	Hale Middle School, Woodland Hills
Ms. Lisa Leonardo	Agriculture Education Researcher	University of California, Davis
Ms. Lynn Martindale	Agriculture Lecturer/Teacher Educator	University of California, Davis
Mr. Hugh Mooney	Agriculture Teacher	Galt Unified School District
Dr. Michael Spiess	Associate Professor, Agriculture Technology	California State University, Chico
Dr. Cary Trexler	Assistant Professor, Agriculture Science	University of California, Davis

California Department of Education Liaison to the Agriculture Subject Matter Advisory Panel: Mr. Bob Heuvel

Additional Field Advisors for the Agriculture Specialist Instruction Credential

Mr. Jim Aschwanden	Executive Director	California Agriculture Teachers' Assn.
Mr. Richard Schmidig	Agriculture Teacher	Linden Unified School District
Mr. Larry Shuklian	Agriculture Teacher	Visalia Unified School District

Commission Consultant to the Agriculture Subject Matter Advisory Panel: Mr. Jim Alford

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Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials

Introductory Statement by the Agriculture Subject Matter Advisory Panel

The *Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials* are designed to provide a basis for instruction and assessment in non-traditional classroom settings, program management, supervision of agricultural experiences, and coordination of Future Farmers of America (FFA) activities to candidates in agriculture teacher preparation programs. These standards provide for depth of knowledge in at least one of the domains of agriculture teacher subject matter preparation. The Agriculture Specialist Instruction Credential prepares and authorizes the holder to establish and maintain FFA chapter affiliations with state and national FFA organizations, and makes the holder's employing local education agency eligible for special state funding to support agricultural education programs.

This edition of *Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials* differs in content and organization from the previous edition. The Agriculture Subject Matter Advisory Panel organized the content into three categories of program standards that contain a total of twelve program standards. The first nine standards form Category I: Program Design and Curriculum, and call for clarification of the program's structure and sequence of activities, as well as establishing required components of the program's curriculum content. Category II: Field and Occupational Experiences includes two standards that address requirements for candidates to gain practical experience in both educational and occupational venues in the discipline of agriculture. Category III: Candidate Competence and Performance establishes the scope and parameters for the assessment of candidates to ensure that they have attained a level of competence that merits recommendation for the Agriculture Specialist Instruction Credential. The panel made extensive efforts to incorporate the standards of quality and effectiveness for programs of instruction in agricultural education as identified by the *Strategies Manual for Program Improvement* published by the California Department of Education's Agricultural Education Unit.

The inclusion on this panel of university and K-12 faculty, with additional input from representatives of the Agricultural Education Unit of the California Department of Education, provided assurance that all education sectors were represented and their needs and interests were addressed in the development of these standards. The panel wishes to thank the substantial number of agricultural education experts who contributed both directly and indirectly to these standards.

Each standard is designed to be comprehensive enough to provide general direction for university programs of agriculture education, yet flexible enough to allow and encourage local enrichment. Programs are encouraged to consider alternative options for organizing the curriculum. As long as all required program elements are included, a program will be determined to have met the standards.

General Preconditions Established by the Commission

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution of higher education that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both.
- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:
 - (a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that once or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a)

demonstrate that the program will fulfill all applicable standards if program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Instructor Participation.** Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The entity shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252(f) and 44225(n).*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that program sponsors will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

- (10) **Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320(d)*

Specific Preconditions Established by the Commission for the Agriculture Specialist Instruction Credential

- (1) **Admission.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to admitting the candidate into the program, that the candidate either (1) possesses a single subject teaching credential in agriculture, or (2) is enrolled in a preparation program leading to a single subject teaching credential in agriculture concurrently with enrollment in the program leading to the Agriculture Specialist Instruction Credential.
- (2) **Prerequisite Credential.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate possesses a valid single subject teaching credential in agriculture. If the candidate completes both the single subject and agriculture specialist instruction programs concurrently, the institution may recommend the candidate for both credentials concurrently.
- (3) **Area of Specialization.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has demonstrated advanced knowledge in one of the following domains in agriculture: animal science; plant and soil science; ornamental horticulture; agricultural business management; environmental science and natural resource management; or agricultural systems technology. This advanced knowledge must be demonstrated through one of the following means: (1) possession of a baccalaureate degree with a major in one of the six domains listed above or in a field closely related to one of those domains; (2) verification of subject matter competence as required for the single subject credential in agriculture, plus a minimum of nine semester units or twelve quarter units of college coursework in one of the domains listed above; or, (3) verification of subject matter competence as required for the single subject credential in agriculture, plus extensive 1,000 hours of occupational experience in one of the domains listed above. (Occupational experience accrued to meet this requirement also ~~appears~~ applies to the occupational experience precondition defined below.)
- (4) **Occupational Experience.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has completed occupational experience in agriculture that consists of one of the following:
 - A minimum of 2,000 hours of either paid or voluntary experience, the entirety of which must be completed after graduation from high school; or,
 - A minimum of 3,000 hours of either paid or voluntary experience, of which a maximum of 1,500 hours may be accrued prior to graduation from high school.

Common Standards

Standard 1

Education Leadership

The program sponsor (faculty, dean/director and program administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Program leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the program sponsor supports the goals and purposes of each program?
- How well does the leadership of the program develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the program leadership?
- How prompt is the leadership of the program in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the program leadership confer with the faculties who teach credential candidates and supervise their field experiences?
- To what extent is program leadership seen as an advocate for the credential programs, the education profession as a whole, and the local school community?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?
- How well does the program sponsor provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?
- To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?
- To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The program sponsor provides support for faculty development, and recognizes and rewards outstanding teaching. The program sponsor regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the program sponsor ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How does the program sponsor develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How does the program sponsor ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the program sponsor follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- How does the program sponsor recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How does the program sponsor ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The program sponsor regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the program sponsor collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the program sponsor, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 5

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The program sponsor determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Commission-Adopted Credential Program Admission Requirements

All Internship Programs - Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the program sponsor to define the academic achievement and professional potential of credential candidates?
- For the basic teaching credential programs, does the program sponsor define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, does each admitted candidate meet the program sponsor's standards for graduate study?
- How does the program sponsor determine and evaluate each applicant's personal qualities and pre-professional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- To what extent do the program sponsor's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by

gender, race, ethnicity and disability and to encourage admission of candidates from the program sponsor's service area?

- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Standard 6

Advice and Assistance

Qualified members of the program sponsor's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The program sponsor assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the program sponsor ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the program sponsor provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the program sponsor review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the program sponsor ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the

program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?

- In what manner is each candidate informed about program sponsor's grievance and appeal procedures?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Program Faculty develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Standard 7

School Collaboration

For each credential preparation program, the program sponsor collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the program sponsor and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the program sponsor, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the program sponsor seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the program sponsor ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and program personnel?
- To what extent does the program sponsor provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?
- How thoroughly does the program sponsor periodically review the suitability and quality of all field placement sites?
- To what extent does the program sponsor review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?
- How well developed is the program sponsor's plan and rationale for the sequence of field experiences in each credential program?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the program sponsor.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the program sponsor ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the program sponsor provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and program personnel?
- To what extent does the program sponsor recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Common Standards Issues to be Addressed

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the program sponsor and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credential Programs

Category 1: Program Design and Curriculum

Standard 1: Program Design

The Agriculture Specialist Instruction Credential program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to serve as agriculture specialists in California schools and lead agriculture education programs. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored in the knowledge base of teacher education. The program's organizational structure ensures that all of its administrative components are carefully coordinated. By design, the program provides extensive opportunities for candidates to learn and apply the concepts, skills and principles included in this set of program standards.

Required Elements for Standard 1: Program Design

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale that draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork. Program activities are carefully sequenced to ensure that candidates appropriately develop their competence in the performance standards defined in Category III.
- 1(b) The program design and its delivery form a cohesive set of learning experiences that provide candidates with the opportunity to develop the knowledge and skills required to serve as agriculture specialists and to lead agriculture education programs.
- 1(c) The program has an organizational structure that provides for coordination of the administrative components of the program to facilitate each candidate's completion of the program.
- 1(d) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the concepts, skills and principles included in this set of program standards.

Standard 2 – Career and Technical Education

The program includes preparation to develop and apply specialized knowledge and understanding of the philosophy, history, issues and trends, and current research associated with career and technical education, and their specific influence and effect on agriculture education programs.

Required Elements for Standard 2 – Career and Technical Education:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 2(a) The program provides candidates with knowledge of the philosophical underpinnings of career and technical education with particular attention to the role occupational experience plays in this type of education, and the ability to apply this knowledge in the development and implementation of agriculture education programs.
- 2(b) The program provides candidates with the historical background for the emergence of career and technical education as a component of a comprehensive education.
- 2(c) The program exposes candidates to current and emerging trends that affect career and technical education, including the increased emphasis on core educational skills and standardized learning and assessment of those skills, and the effects of these trends on agriculture education programs.
- 2(d) The program provides candidates with current and emerging research on the value of situated and contextual learning in terms of acquiring knowledge, understanding and skills for academic and career success, and methods for creating educational experiences reflecting this research.

Standard 3 – Program Management

The program provides candidates with the knowledge, skill, and the ability to integrate and apply the concepts of agriculture program development and administration required to successfully manage agriculture education programs. The program prepares candidates to obtain community support for and involvement in agriculture programs, acquire necessary resources, and maintain program accountability. The program familiarizes candidates with key agriculture programs and organizations, including Supervised Agriculture Experiences and Future Farmers of America.

Required Elements for Standard 3 – Program Management:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 3(a) The program prepares candidates to organize and deliver a comprehensive program of agriculture instruction, including identification of relevant instruction, appropriate sequencing of courses, and articulation of curriculum.
- 3(b) The program provides candidates with knowledge and skills needed for acquisition of instructional resources, including identifying grant and funding opportunities and available community resources.
- 3(c) The program prepares candidates to integrate classroom instruction, activities related to Future Farmers of America (FFA) programs, and Supervised Agricultural Experiences (SAEs).
- 3(d) The program provides candidates with knowledge and skills needed to design and develop community-based programs, including assembling advisory committees, managing support/booster organizations, and accessing community resources.
- 3(e) The program prepares candidates to maintain program accountability.
- 3(f) The program exposes candidates to statewide organizations that are actively involved in agricultural education.

Standard 4 – Coordination of Supervised Agricultural Experience (SAE) Programs

The program includes basic preparation that develops the knowledge, skill and the ability to integrate and apply the concepts required to coordinate Supervised Agricultural Experience (SAE) Programs and advise and supervise students in those programs.

Required Elements for Standard 4 – Coordination of Supervised Agricultural Experience (SAE) Programs:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 4(a) The program provides candidates an opportunity to develop and demonstrate knowledge and understanding of record keeping using the California FFA Record Book.
- 4(b) Through the program, candidates develop the skills required to conduct successful project site visits, including home, school farm, and employer visits.
- 4(c) The program provides candidates an opportunity to develop the ability to assist students in identifying and establishing appropriate project selection, placement, planning, managing and marketing.
- 4(d) The program ensures that candidates have a deep understanding of the ethical principles that govern the design and development of appropriate student projects and supervised agricultural experiences.

Standard 5 – Coordination of Future Farmers of America (FFA) Programs

The program provides candidates with knowledge and understanding of principles of leadership, cooperation, and relationships with appropriate constituencies, and the ability to integrate and apply those principles through the Future Farmers of America (FFA) Program.

Required Elements for Standard 5 – Coordination of Future Farmers of America (FFA) Programs:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 5(a) The program provides candidates with the knowledge of student, chapter and community development activities of the FFA needed to successfully organize and provide oversight of these activities.
- 5(b) Through the program, candidates develop methods for integrating leadership concepts and activities and procedures of student organizations into the agriculture curriculum.
- 5(c) The program ensures that candidates gain knowledge and skill in creating and maintaining positive interpersonal relationships, including relating to students, parents, other teachers, school administrators, local industry and the general community.

Standard 6 – Area of Specialization

The program requires specialized study – beyond that required for basic preparation – in one of the following domains: animal science, plant and soil science, ornamental horticulture, agricultural business management, environmental science and natural resource management, or agricultural systems technology. One subject matter specialization area must be developed to the extent that the candidate has advanced knowledge, skill, and ability to integrate concepts in greater depth than that required for the single subject credential in agriculture.

Required Elements for Standard 6 – Area of Specialization:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 6(a) The program design includes specific procedures for identifying each candidate's area of specialization and the activities the candidate will complete to fulfill this program requirement.
- 6(b) The program requires each candidate to demonstrate advanced knowledge in one of the six domains in agriculture as defined in the Specific Preconditions for the Agriculture Specialist Instruction Credential.

Standard 7 – Teaching Methods in Agricultural Systems Technology

The program prepares candidates for the additional challenges presented in teaching in a shop or outdoor environment with potentially hazardous materials and equipment. The program requires basic preparation that develops knowledge, skill and the ability to establish, maintain and teach in safe and effective shop and field environments where students will utilize tools, machinery and equipment, and to manage student learning activities and behavior to maintain safe conditions for learning.

Required Elements for Standard 7 – Teaching Methods in Agricultural Systems Technology:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 7(a) The program includes pedagogical preparation specific to teaching Agricultural Systems Technology (Agricultural Mechanics) including cognitive and psycho-motor ~~domains~~ applications.
- 7(b) The program prepares candidates to develop lesson plans and teaching materials appropriate to Agricultural Systems Technology (e.g. projects, drawings)
- 7(c) The program trains candidates in the application of current safety practices required of classroom teachers and practices common to industry relating to hand tools, power tools, and agricultural machinery (e.g. tractors, harvesters).
- 7(d) The program ensures that candidates are knowledgeable in the proper selection, nomenclature, and proper use of tools commonly used in agricultural systems technology.
- 7(e) The program provides candidates with strategies in managing student behavior in shop and field settings to ensure a safe learning environment.
- 7(f) The program prepares candidates in facilities planning, management, and maintenance (e.g. budgeting, tool and material selection and purchasing, tool management, safety inspection).

Standard 8 – Teaching in Non-traditional Learning Environments

The program requires each candidate to demonstrate the ability to teach in venues other than the traditional classroom environment.

Required Elements for Standard 8 – Teaching in Non-traditional Learning Environments:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 8(a) The program provides strategies and methods for teaching in non-traditional learning environments.
- 8(b) Program coursework provides each candidate with opportunities to practice teaching and class management strategies in non-traditional learning environments that are common to agricultural education programs in California.
- 8(c) Non-traditional learning environments in which candidates are provided an opportunity to practice must include, but are not limited to, agricultural technology shops, school laboratories, school farm locations and school field trips.

Standard 9 – Career Planning and Preparation

The program provides the opportunity for candidates to develop the knowledge, skill and ability to integrate and apply concepts of career planning and preparation in careers in agriculture needed to advise students, including the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.

Required Elements for Standard 9 – Career Planning and Preparation:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 9(a) The program provides candidates with knowledge of the history, organization and future of work and how work relates to the needs and functions of the economy and society, both generally and in specific agricultural occupations.
- 9(b) The program familiarizes candidates with career development concepts, an understanding of the relationship between work and learning, and the fundamentals of the career planning process, both generally and in specific agricultural occupations.
- 9(c) The program exposes candidates to professional literature relating to specific content area and workplace needs, both generally and in specific agricultural occupations.
- 9(d) The program provides candidates with an understanding of economic and socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction, both generally and in specific agricultural occupations.
- 9(e) The program provides candidates with an understanding of the value of instilling lifelong learning concepts as a component of career success, both generally and in specific agricultural occupations.

Category II: Field and Occupational Experiences

Standard 10 – Field Experience

Each candidate in the program completes substantive, supervised field experiences in public schools selected by the program sponsor. Field experiences may be completed concurrently with a candidate's student teaching assignment for the single subject credential in agriculture, and must extend the candidate's understanding of major ideas and emphases developed in the program and provide the candidate an opportunity to apply these concepts in school situations. These field experiences further develop the candidate's knowledge and experience in agricultural educational program management, entrepreneurial and workplace learning, professional development, and student leadership activities. At least one field experience placement must include experience in non-traditional learning environments.

Required Elements for Standard 10 – Field Experience:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 10(a) The field experience prepares candidates to practice multiple strategies for managing and delivering instructional programs in agriculture, and to effectively communicate and cooperate with colleagues and other school staff to establish and maintain program support.
- 10(b) The field experience provides an opportunity for candidates to develop practical skill in providing entrepreneurial and workplace education, including assisting students in selecting and planning supervised agricultural experiences; conducting effective home visits; supervising students with work experience projects; and assisting students in preparing award applications.
- 10(c) The field experience allows candidates to participate in appropriate district professional development activities; to participate in section, regional and state meetings, conclaves and skills sessions; and to attend and participate in university sponsored seminars.
- 10(d) The field experience provides an opportunity for candidates to gain familiarity in student leadership activities, including serving as an advisor in at least one agriculture student meeting and at least one individual agriculture student activity, and chaperoning at least one agriculture student contest or leadership event.
- 10(e) At least one field experience placement must include experience in non-traditional learning environments as defined in Standard 8.

Standard 11 – Occupational Experience

The program requires each candidate to develop knowledge of and experience in employer/employee interactions and agricultural occupations by completing occupational experience in one or more of the following domains: animal science, plant/soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management and/or agricultural systems technology.

Required Elements for Standard 11 – Occupational Experience:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 11(a) The program requires each candidate to complete occupational experience as defined in the Specific Preconditions for the Agriculture Specialist Instruction Credential.
- 11(b) One or more of the occupational experiences provide an opportunity for the candidate to develop an understanding of and experience in employer/employee interactions.
- 11(c) One or more of the occupational experiences provide an opportunity for the candidate to gain knowledge, skills and concepts concerning employment in agricultural occupations that can be integrated into the agricultural classroom.

Category III: Candidate Competence and Performance

Standard 12 – Assessment of Candidate Competence

Prior to recommending each candidate for the Agriculture Specialist Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has met all requirements and competencies for the Agriculture Specialist Instruction Credential. This determination is based on documentation of completion of all specific program requirements and verification that the candidate has demonstrated competence in each of the elements listed below, as evidenced by multiple measures, including a combination of formative and summative assessments.

Required Elements for Standard 12 – Assessment of Candidate Competence:

An accreditation team determines whether the Agriculture Specialist Instruction Credential program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 12(a) Each candidate understands the philosophy, history, issues and current research associated with career and technical education and their specific influence on agriculture education, and is able to apply these concepts in the development and implementation of agriculture education programs.
- 12(b) Each candidate is prepared to manage agriculture education programs based on knowledge of the appropriate curriculum, the ability to garner program resources and establish community support, familiarity with leading state and national agriculture education organizations, and an understanding of key concepts of program management and accountability, and is able to apply this information in the management agriculture education programs.
- 12(c) Each candidate has a working knowledge of the integral nature and purpose of supervised agricultural experience programs, is familiar with related activities including record keeping, home visits, project advisement and management, and project ethics, and is able to apply this information in the supervision of student agriculture experiences.
- 12(d) Each candidate has an understanding of the integral nature, key principles and activities of Future Farmers of America (FFA), including principles of leadership, student chapter and community development activities, appropriate procedures for student organizations, and creating and maintaining positive interpersonal relationships, and is able to integrate and apply these activities and principles in FFA programs and related student agriculture education experiences.

- 12(e) Each candidate has completed a program of specialized study in one of the six agriculture domains identified in Standard 6, from which the candidate has developed advanced knowledge and understanding of this area of specialization, and is able to apply this advanced knowledge and understanding in the development and implementation of agriculture education programs.
- 12(f) Each candidate understands the special issues involved in teaching agriculture systems technology, including the hazards existent in working with tools and equipment and methods for mitigating those hazards and ensuring safety; specialized pedagogical skills and practices involved in this domain; and tool, equipment and facility use and management; and is able to apply this information in the development and implementation of agriculture systems technology education.
- 12(g) Each candidate is prepared to plan and successfully execute agriculture education experiences in non-traditional learning environments, including implementing appropriate class management strategies in non-classroom situations such agricultural technology shops, school laboratories, school farm locations and school field trips.
- 12(h) Each candidate is able to competently advise students in planning and preparation for careers in agriculture through the candidate's knowledge of career development concepts and the organization and needs of the and future workplace in general and the agriculture industry specifically.